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| **3rd Grade ELA Priority Standards** | | |
| **Reading** | | |
| **Foundational Skills (RF)** | **Literature (RL)** | **Informational Text (RI)** |
| **RF.3.4 – Fluency**  Read with sufficient accuracy and fluency to support comprehension.   * Read grade-level text with purpose and understanding. * Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **RL.3.1 – Key Ideas and Details**  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | **RI.3.1 – Key Ideas and Details**  Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| **RI.3.2 – Key Ideas and Details**  Determine the main idea of a text; recount the key details and explain how they support the main idea. |
|  | **RL.3.10 – Range of Reading and Level of Text Complexity**  By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. | **RI.3.5 – Craft and Structure**  Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. |
| **RI.3.7**  Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
|  | **RI.3.10 – Range of Reading and Level of Text Complexity**  By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |

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| **3rd Grade ELA Priority Standards** | | |
| **Writing (W)** | **Speaking and Listening (SL)** | **Language (L)** |
| **W.3.4 – Production and Distribution of Writing**  With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1-3 above.) | **SL.3.4 – Presentation of Knowledge and Ideas**  Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | **L.3.3 – Knowledge of Language**  Use knowledge of language and its conventions when writing, speaking, reading, or listening.   * Choose words and phrases and effect.\* * Recognize and observe differences between the conventions of spoken and written standard English. |
| **W.3.5 – Production and Distribution of Writing**  With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |  | **L.3.6 – Vocabulary Acquisition and Use**  Acquire and use accurately grade-appropriate conversational, general academic, and domain- specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). |
| **W.3.7 – Research to Build and Present Writing**  Conduct short research projects that build knowledge about a topic. |